

**Year 6 Termly Overview – AUTUMN TERM 2**

<b>Right Here, Right Now!</b> Where have we come from?	
<b>Big Impact Event</b> Dive into Darwin exploration	<b>Celebration of Learning</b> Art gallery display
<b>Science – Natural selection</b> <ul style="list-style-type: none"> <li>Evolution is the change of physical form in a population over a long-time span</li> <li>Natural selection is the process which controls that change.</li> <li>In any population there is variation and competition for resources (food, water, mates).</li> <li>Within that variation, organisms that have features which make them better adapted at securing food, water, and mates, are more likely to survive and produce offspring which have inherited those same successful features. Those that are not well adapted will eventually go extinct.</li> <li>Over a long enough timeline all organisms in a population will have those successful features.</li> <li>This is known as the Theory of Evolution by Natural Selection and was developed by Charles Darwin in 1859</li> </ul> How Charles Darwin discovered the process of Evolution by Natural selection <ul style="list-style-type: none"> <li>Before Darwin, Lamarck’s Idea of acquired characteristics was proposed. (Giraffes stretch their necks in life, which made their children have longer necks).</li> <li>Darwin as a young man travelled around the world on the HMS Beagle. On this 5-year voyage he saw lots of things and recorded down lots of evidence which allowed him to work out how organisms change over time by a different mechanism of Natural selection</li> </ul>	<b>PSHE +C - Keeping/Staying Safe</b> <ul style="list-style-type: none"> <li>Identify strategies we can use to keep ourselves and others safe</li> <li>Recognise the impact and possible consequences of an accident or incident</li> <li>Identify what is a risky choice</li> <li>Create a set of rules for and identify ways of keeping safe</li> </ul> <b>Keeping/Staying Healthy</b> <ul style="list-style-type: none"> <li>Identify what is a risky choice • identify the risks associated with alcohol</li> <li>Describe how alcohol can affect your immediate and future health</li> <li>Develop and recognise skills and strategies to keep safe</li> </ul> <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>Describe the function of the female and male reproductive systems</li> <li>Identify the various ways adults can have a child</li> <li>Identify the laws around consent</li> <li>Describe the function of the female and male reproductive systems</li> </ul>
<b>Art</b> History – Henry Moore <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history.</li> </ul> Drawing: <ul style="list-style-type: none"> <li>Use and choose different techniques for different purposes e.g. shading, hatching.</li> <li>Develop an increasing awareness of perspective, scale and proportion to create accurate drawings (fore, middle, background).</li> <li>Draw for a sustained period of time over a number of sessions, working on one piece.</li> <li>Explore colour mixing techniques using coloured pencils.</li> <li>Explain why they have combined different tools to create their drawings.</li> </ul>	<b>Geography – Our Local Area: Farnborough</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul>
<b>MFL – Time and Activities</b> <ul style="list-style-type: none"> <li>Listen to longer text and more authentic foreign language material.</li> <li>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered</li> <li>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</li> <li>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</li> <li>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from Language Angels phonics, including awareness of accents, silent letters etc.</li> <li>Decode unknown language using bilingual dictionaries.</li> <li>Write familiar words &amp; short phrases using a model or a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</li> <li>Incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives.</li> <li>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives.</li> <li>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation.</li> </ul>	<b>History – A Local History Study: Farnborough</b> <ul style="list-style-type: none"> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> </ul>
<b>Music – HMS Quiet Confidence</b> Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and context	<b>PE and Games – Football, Netball, Rugby &amp; Gymnastics</b> <ul style="list-style-type: none"> <li>Use a diverse range of skills effectively and apply these complex attacking and defending principles in full game situations.</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
<b>RE – Interpretation: Nativity Stories</b> <ul style="list-style-type: none"> <li>Children are able to respond creatively and explain in more detail their response to their own experiences of the concepts introduced.</li> <li>Explain some examples of how their responses relate to events in their own and others’ lives, explaining reasons why this would be the case.</li> <li>Accurately explain meanings of concepts in the traditions studied.</li> <li>Accurately explain how the concepts studied can have an impact on the traditions looked at citing examples as they go.</li> <li>Children can discern the value of the concepts studied for the traditions being looked at, as well as realizing the issues that could arise.</li> <li>Children are able to discern possible value in the concepts for their own lives or communities.</li> </ul>	
<b>Computing, DT - not covered this half term</b>	<b>Enrichment Opportunities e.g., outdoor learning</b> Visit from Surrey Heath Museum – Samuel Cody workshop Time with Year 6 buddies